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ABSTRACT

This handbook was developed to assist members of the North Carolina State Board (NCSB) of Community Colleges in the discharge of their duties and responsibilities. The first section provides a history of the North Carolina community college system, followed by a description of the NCSB's policy, objectives, membership, and code of ethics. The NCSB's scope of work is set forth next, including the roles of individual board members and the state board chair. The handbook then offers general guidance for the NCSB's involvement in political activities, and specific guidelines for writing to legislators. After outlining the responsibilities of the state president of the community college system, the handbook explains the manner in which North Carolina's community colleges are funded. The handbook concludes with a copy of the NCSB bylaws, a summary of the legal responsibilities of the NCSB, and a glossary of commonly used terms and acronyms often associated with education. (EJV)

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North Carolina State Board of Community Colleges

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Handbook

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JC 880 374

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Contents

Foreword 4

History of the Community College System 5

The State Board of Community Colleges 7
- Policy
- Objectives
- Membership
- Ethics

The Board's Work 11
- The Individual Board Member
- The State Board Chairman

Political Activities 15
- How to Write a Legislator
- How to Address a Legislator

The State President 17

Financing the Community College System 19

Bylaws 20

Statutory Responsibilities 24

Glossary of Terms 30

Acronyms 45

Bibliography 54

Foreword

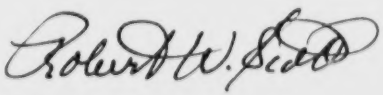
This handbook has been developed to assist you in the discharge of your duties and responsibilities as members of the State Board of Community Colleges. To place the State Board in its proper historical perspective, we have included a brief chronology of the community college system, and the events which led to the creation of its current governing board.

This handbook contains a copy of our bylaws, a summary of the legal responsibilities of the State Board, and a glossary of commonly-used terms and acronyms often associated with education. We have also included information about the unique characteristics of board membership and the general responsibilities of board officers and members.

This handbook is not intended to be your sole source of information about the State Board. Chapter 115D and other laws enacted by the General Assembly, the North Carolina Administrative Code (which outlines State Board of Community Colleges policy), and other governmental regulations should be used along with this handbook.

As members of the State Board of Community Colleges, you will have a direct impact on the delivery of vocational, technical and general educational opportunities for North Carolina adults. Maintaining high quality programs at low cost for the greatest number of people is among the highest priorities of the State Board of Community Colleges.

As a State Board member, you are donating your time, thought and energy to the people of North Carolina without financial compensation. Our department and system staff personnel are ready to assist you in any way in the successful completion of your duties.



Robert W. Scott
State President
N.C. Department of Community Colleges

September 1985

History of the Community College System

A study concerning the need for community colleges in North Carolina was made in 1952 by Dr. Allan S. Hurlburt.[1] It was not, however, until 1957, during Governor Luther H. Hodges' administration, that a real beginning was made by the state legislature, through the passage of the Community College Act, to initiate and develop community colleges. The act placed the general administration of such community colleges under the North Carolina Board of Higher Education (later reorganized as the University Board of Governors).

This movement to develop community colleges in 1957 was accompanied by a strong effort to provide industrial education through a statewide system of industrial education centers. With funds made available by the State Board of Education, these centers were established for training adults and selected high school students, thus providing a better trained labor supply for the state.

Developing at the same time as the industrial education centers were five community (junior) colleges under local trustees and the State Board of Higher Education. These community colleges were College of The Albemarle in Elizabeth City, Wilmington College in Wilmington, Mecklenburg and Charlotte Colleges in Charlotte, and Asheville-Biltmore College in Asheville. In January of 1963, Gaston College at Dallas was chartered, becoming the sixth community college to be approved under the 1957 community college act. Though organized and administered under separate state boards, both the community colleges and the industrial education centers served needs for education beyond the high school.

In 1961, the need for better planning resulted in the appointment by Governor Terry Sanford of the Governor's Commission on Education Beyond the High School (The Carlyle Commission)[2] to study the methods for expanding educational offerings at the post high school level. This commission, which submitted its report to the Governor in 1962, recommended that the two types of institutions be brought into one administrative organization under the State Board of Education and under local boards of trustees. In this way, all of the state's two-year higher educational needs (whether technical, vocational or academic) could be developed under one administration and one educational system — the comprehensive community college system.

In July of 1963, the General Assembly, in line with the recommendations of the Carlyle Commission, enacted into law G.S. 115A, which provided for the establishment of a Department of Community Colleges under the State Board of Education.

The Department of Community Colleges was given administrative control over 20 industrial education centers, six community colleges, and five extension units.

In the ensuing years, several completely new community colleges were established under the direction of the State Board of Education. All of the industrial education centers and extension units, while continuing to carry out the purposes for which they were established, have expanded their offerings and are now called either technical institutes, technical colleges or community colleges.

In 1979, the General Assembly revised and recodified the community college act into Chapter 115D. The same session of the legislature, through the passage of Senate Bill 266, established a separate State Board of Community Colleges and transferred the governance of the community college system from the State Board of Education to this new Board, such transfer to become effective on January 1, 1981. Also in 1979, the legislature created a Community College and Technical Institute Planning Commission[1] to "explore ways and recommend a plan for the orderly transfer of the governance and administration of the Department of Community Colleges from the State Board of Education to the State Board of Community Colleges."[4] This commission (The Sanford Commission) presented its report on May 16, 1980, to Governor James B. Hunt, Jr., Lieutenant Governor James C. Green, and House Speaker Carl J. Stewart, Jr. The new board took seriously the recommendations of the Commission and within a few years was able to implement most of them.

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[1]Allan S. Hurlburt, *Community College Study*, Raleigh, North Carolina, State Department of Public Instruction, 1952.

[2]Irwin E. Carlyle, Chairman.

[3]Former Governor Terry Sanford, Chairman.

[4]Senate Bill 722, "An Act to Create a Community College and Technical Institute Planning Commission."

The State Board of Community Colleges

The State of North Carolina has assigned the institutions in the North Carolina community college system to the State Board of Community Colleges. The board has full authority to adopt all policies, regulations and standards it may deem necessary for operation of the system and to establish the Department of Community Colleges to administer them.

> General Statute 115D-1 provides:
> *"for the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs. . ."*
>
> The law further states that:
> *"the major purpose of each and every institution operating under the provisions of this Chapter shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools."*

Policy

The State Board has adopted the following policy concept[5] for the system.

- The fundamental concept of the community college system of North Carolina is based on the policy that all institutions shall have an "open door."
- The institutions of the community college system shall as needed provide comprehensive learning opportunities for the people of their communities. This education takes place in the normal environment of people living in their communities and throughout the different ages and conditions of life of the people of the community.
- The community college system in North Carolina shall serve primarily those persons beyond the normal high school age, 18 years old or older, whether they are high school graduates or not, by offering appropriate, economical and convenient learning opportunities.
- These opportunities range, depending on individual needs and previous educational achievement, from the first grade level through the second year of college, including occupational, and general adult

training to all of suitable age who wish to learn and can profit from the instruction provided.

Objectives

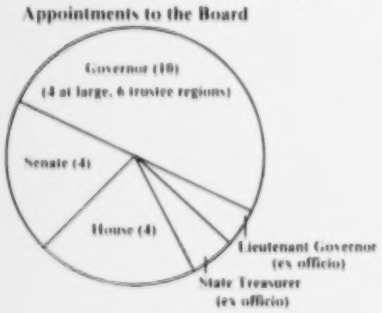
The purpose of the community college system is to extend universal educational opportunities beyond the public school system. The objectives[6] of this stated purpose are:

- to provide expanded educational opportunities from the first grade through high school and beyond high school for young people and adults who would not otherwise continue their education;
- to provide relatively inexpensive, nearby educational opportunities for high school graduates, non-high school graduates, and adults;
- to provide college transfer programs, consisting of the first two years of regular college studies;
- to provide technician programs, preparing students for jobs in industry, agriculture, business, government, and service occupations;
- to provide vocational programs preparing students for jobs requiring varying levels of ability and skill;
- to provide occupational education programs for employed adults who need training or retraining, or who can profit from the program;
- to provide courses that will meet the general adult and community service needs of the people of the community.

Membership

Members of the State Board are selected by the Governor and the General Assembly. The board's membership should reflect the state's population in terms of race, age, sex, ethnic origin, economic and social background and the geographical distribution of the state. Members represent business, industry, education and government.

The board consists of 20 members. The Lieutenant Governor, or a person designated by the Lieutenant Governor, and the State Treasurer are ex officio members. The Governor appoints 10 members, four from the state at large and one from each of the six trustee regions. The General Assembly elects eight members from the state at large, four by the Senate and four by the House of Representatives (see illustrations).



Terms are staggered and expire every other odd-numbered year. No

person may be appointed or elected to more than two consecutive terms of six years. The initial appointments to this board were made in 1980 on a staggered basis. The longest term of any member was five years; therefore, all of the charter members were eligible to serve two additional terms of six years each.

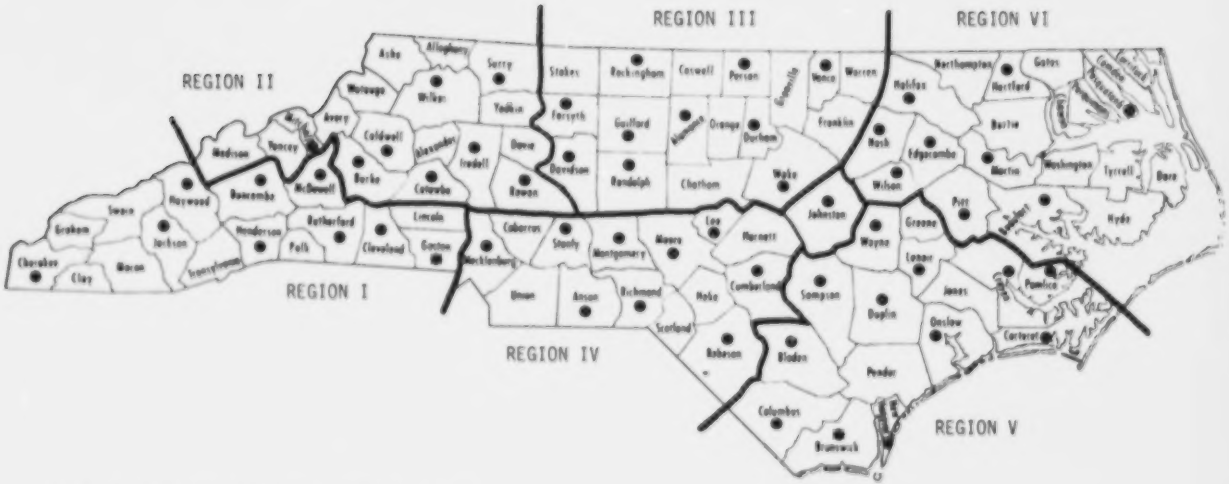
Ethics

The following is a code of ethics for members of the State Board of Community Colleges:

- to devote time, thought and study to the duties and responsibilities of the State Board of Community Colleges so that each member may render effective and creditable service;
- to work with fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debates of points of issue;
- to base personal decision upon all available facts in each situation; to vote an honest conviction in every case, unswayed by partisan bias of any kind; therefore, to abide by and uphold the final majority decision of the board;
- to remember at all times that as individuals members have no legal authority outside the meetings of the State Board, and to conduct relationships with the departmental staff, constituents, the public and news media on the basis of this fact;
- to resist every temptation and outside pressure to use the board position to benefit either him or herself or any other individual or agency apart from the total interest of the community college system;
- to recognize that it is as important for the board to understand and evaluate the mission and goals of the system as it is to plan for curriculum development, distribution of funds and other aspects of the system;
- to keep in mind at all times that the primary function of the board is to establish the policies by which the community college system is to be administered and that the primary function of the state president is to administer the policies;
- to welcome and encourage active participation of trustees, presidents and the public with respect to establishing policy on current community college system operation and proposed future developments;
- to support the state and national community college trustees' associations;
- to strive toward ideal conditions for the most effective State Board service in a spirit of teamwork and devotion to public education.

[5]North Carolina Administrative code 2B.0101 and 2B.0102.
[6]Ibid.

Trustee Association Regions



● NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

The Board's Work

Board membership requires a strong commitment of self. While it is indeed an honor to be asked to serve, it is a tough assignment, requiring a genuine pledge of time, thought, and hard work. Decisions need to be made carefully and with the knowledge that they will not always be popular decisions. Because members have the ability to influence the future livelihood of literally thousands of individuals, they must thoroughly understand the state's educational needs and how the community college system can meet them. A job well done can result in great personal satisfaction in serving the people of North Carolina.

While board members come from different backgrounds, they all possess one common bond—a deep commitment to the community college system. Members are active, dedicated, involved and, most important of all, well informed.

The effective board carefully evaluates the recommendations of the state president and implements those ideas which are deemed to have merit. An effective board is adamant about being the policy maker for all aspects of the system but does not interfere in administration of the institutions or the state department. An effective board views itself as a team with each member having great respect for, and trust of, the other members as well as the state president.

The board should project an image of unity in its goals, philosophy and objectives of the system. It should be alert to new and emerging educational and social needs of the state and strive to meet those needs.

It must abide by all legal requirements of the State of North Carolina and the federal government.

In addition, the board should:

- employ the most competent state president possible;
- prepare a job description for the state president;
- evaluate the effectiveness of the state president periodically;
- require that the state president keep the board informed of activities in the system and the department that may have impact on the system or the board;
- never hold a board meeting in the absence of the state president;
- never have more than one executive report directly to the board;
- support the state president in the performance of the job or replace the individual;
- insist that all problems that need the attention of the board are channeled through the state president for action and recommendation to the board;
- establish a comprehensive set of rules and policies to govern the system and to hold the state president accountable for their implementation;
- require that advance copies of the agenda be sent to state board

members, news media, presidents of institutions and other associates and interested people;

- allow time on the agenda at intervals throughout the year for informational reports by the state department, institutions, and citizen groups;
- abide by the Open Meetings Law in both regular and special meetings;
- devote most of the discussion in meetings to matters dealing with long-range planning, finances, accountability, philosophy and relatively little time on administrative details;
- allow time at board meetings for audience participation;
- provide orientation programs for new trustees, to be conducted by the state president and the board chairman;
- serve as a board of appeals when local trustees and president want to challenge a decision made by the State Board or state president;
- evaluate its own performance at least once a year;
- keep up-to-date about events, changes and trends in community college education by reading daily newspapers and periodical state and national publications (news clippings from around the state are provided to members on a regular basis);
- develop long-range plans for the system;
- hold retreats at least once a year to discuss issues in depth;
- provide social occasions for state board members, local trustees, presidents, and state staff to strengthen and enhance working relationships;
- provide formal recognition for outstanding individuals who were instrumental in establishing the system and in providing leadership for its development, to be coordinated by the state president;
- ensure that the department operates a public information service to inform citizens of the many educational opportunities available to them and to help ensure public accountability for the policy and administrative decisions of the board and staff;
- insist that a formal program approval process be maintained to assure that appropriate educational opportunities are made available without unnecessary duplication;
- review, update and evaluate all rules and policies periodically to be sure they are still applicable to the goals of the system.

The Individual State Board Member

A State Board member must possess a genuine desire to provide public service to others and to sacrifice personal needs if necessary in order to carry out the legal, ethical and moral obligations of the board.

An individual State Board member should:

- represent all areas of the state and make decisions according to what is fair and equitable for the entire system;

- not participate in any meeting outside legal assembly of the board in which matters of board substance are discussed;
- speak for the board only when authorized by the board to do so;
- interpret the community college system to the community and interpret the needs of the community to the rest of the board;
- communicate to legislators the financial needs of the system and support all efforts for systemwide funding;
- be an advocate of the system at all times;
- participate in board meetings with regular and prompt attendance;
- review all board materials and periodicals sent out in advance of the board meeting in order to participate intelligently in decision making;
- insist that no action be taken on items of business for which prior information and notice have not been provided, except where an emergency exists concerning personnel or legal matters requiring privacy and provided by law to be considered in executive session;
- insist that board meetings start on time and are well organized and competently chaired;
- take a position on all board matters and be ready to vote;
- periodically attend meetings and functions of local groups when invited as a member of the State Board;
- attend statewide meetings of trustees and presidents from time to time in order to share ideas and concerns about the system;
- obtain the support of family and employer and their acceptance that the job is time-consuming;
- not dominate discussion at board meetings;
- accept assignments on committees when requested;
- be tolerant of the opinions of others, and vote personal convictions even though they may be unpopular;
- keep confidential all information and discussion conducted during executive sessions.

The State Board Chairman

The chairman is the board's leader, spokesman and presiding officer, the member most responsible for projecting the public image of the board. For these and many other reasons, the board should elect its most capable member as chairman.

The State Board Chairman should:

- preside at all meetings of the board in an efficient and effective manner, and set the general tone for each meeting through positive leadership;
- participate with other board members in the conduct of official business, being careful to mediate and not to dominate;
- expedite decision making and voting of the board after due deliberation;

- conduct business in accordance with the bylaws;
- stimulate the board, encourage discussion and solicit the opinion of each member when appropriate;
- advise and consult frequently with the state president on issues and problems, preferably once a week, or more often if there is a need;
- be a genuine friend of and confidant to the state president, as each must respect the other, and it helps if they enjoy each other's company;
- be the chief liaison between the board and state president;
- consult with the state president on the content and order of the board meeting agenda;
- establish and maintain, on behalf of the board, good relationships with the news media, governmental units, legislative leaders, community college trustees and presidents, and the general public;
- carry out special assignments on behalf of the board;
- channel to the state president requests made by citizens and other board members for special information about the system;
- initiate regular evaluation of the performance of the board as a whole;
- know the board members and how to use their talents;
- consult with board members who are not carrying out their agreed-upon responsibilities or who are violating board bylaws, policies and practices;
- encourage attendance at appropriate state and national conferences;
- ensure that the board has adequate advance information and sufficient lead time for deliberation of a topic prior to decision making;
- lead the board to deliberate appropriate board topics as opposed to matters which should be delegated to the state president for recommendation;
- appear before appropriate committees of the General Assembly to present the needs of the system.

Political Activities

Webster defines politics as "pertaining to the conduct of government." By that definition, every State Board member should be involved in the political process.

A member's first involvement in the statewide community college system political process is the selection for office by the Governor and General Assembly. Involvement in the process does not end there. To serve successfully, the board member must constantly be involved in attempting to influence actions of other governmental officials, including state legislators and members of Congress. This action will sometimes be taken individually, sometimes as a board. When the occasion arises, the wise board member will know which type of political action is appropriate, and, rather than act unilaterally, will coordinate such action with the state president and board chairman to be most effective.

How to Write a Legislator

A board member will want to "speak up" and express opinions to elected representatives on major issues as they develop. Legislators want the help, guidance, ideas, praise and criticism of their constituents. The best contact, of course, is face-to-face, but that often is impossible. Here are some tips on writing to a member of congress or state senator or representative.

Use personal stationery. A letter is better than a telegram or postcard.

Include signature and address; elected officials like to know you are a constituent, and usually want to reply.

Use your own words. A form letter is not effective.

Limit your letter to one issue, identified by popular name or bill number.

Be brief, but include reasons why you are for or against the legislation.

Be courteous. A rude letter neither makes friends nor influences the legislator.

Suggest or recommend, but don't demand.

Send your letter when it will count most. A letter sent too early is as ineffective as one sent too late; both lose their impact.

Know which committees the legislator serves on. Committee hearings held before the measure reaches the floor for action give the legislator

earlier and more thorough knowledge, and more influence on that subject.

Don't write more than once or twice on the same subject. Get others to add their voices.

Be sure to express appreciation for work well done, a good speech or favorable vote, fine leadership in committee or on the floor. Politicians are human, too!

How to Address a Legislator

Inside and Envelope Address	Salutation	Closing
UNITED STATES SENATOR The Hon. John Doe United States Senate Senate Office Building Washington, D.C. 20510	Dear Senator Doe:	Sincerely yours,
UNITED STATES REPRESENTATIVE The Hon. Jane Doe House of Representatives House Office Building Washington, D.C. 20515	Dear Rep. Doe:	Sincerely yours,
STATE SENATOR The Hon. John Doe State Senate Legislative Building Raleigh, N.C. 27611	Dear Senator Doe:	Sincerely yours,
STATE REPRESENTATIVE The Hon. Jane Doe House of Representatives Legislative Building Raleigh, N.C. 27611	Dear Rep. Doe:	Sincerely yours,

The State President

"The second—not the first—most important single responsibility of a board is to select a president; the first most important responsibility is to have a presidency that is effective and thus potentially attractive to highly qualified persons."

—*Presidents Make a Difference,*
a report of the Commission on
Strengthening Presidential Leadership

"If trustees are serious about the leadership demands they impose on the president and if trustees want leadership exercised, presidential authority must be a board concern, beginning with the search process . . . in general, most searches try to flush out 'God on a Good Day.'"

— Timothy S. Healy,
"Looking for 'God on a Good Day,'"
AGB Reports

The state president of the community college system is responsible to the State Board of Community Colleges to assist in developing and formulating policies and programs and other statutory responsibilities; to carry out such policies with regard to the community college system; to organize and manage the Department of Community Colleges; to represent the State Board to the Governor and his or her staff, the General Assembly, the individual institutions, associations of the system, and the general public; to manage the budget of the system; and to carry out other responsibilities assigned by the State Board.

More specifically, the state president should:

- make recommendations to the State Board on planning, policy, rules, budgets, priorities and other matters pertaining to the institutions;
- carry out the philosophy, policy, rules, actions, and instructions of the State Board pertaining to the institutions;
- develop the proposed State Board agenda and supporting documents;
- serve as secretary to the State Board;
- keep board members informed of all matters pertaining to the system;
- organize and manage the Department of Community Colleges;
- coordinate development of budget requests, their submission to the Advisory Budget Commission and the General Assembly, and distribution of appropriated funds;
- represent the State Board and the system to the Governor and staff,

the General Assembly, and other state and federal agencies;

- represent the State Board to the institutions, the N.C. Association of Community College Trustees, and N.C. Association for Public Community College Presidents, student government associations and the public at large;
- maintain appropriate liaison with various federal and state organizations and associations with interests common to the community college system;
- develop and implement fiscal and programmatic accountability systems and determine statewide priorities;
- provide such voluntary services to the institutions as are cost-effective and within available resources;
- consult with the board chairman frequently about issues and problems, preferably once a week or more often, if necessary;
- perform such other responsibilities as are assigned by the State Board.

Financing the Community College System

By law, the State Board of Community Colleges is responsible for providing funds to meet the financial needs of the institutions, as they are determined by the policies and regulations of the board. Sources of funding include state, federal and local governments and tuition.

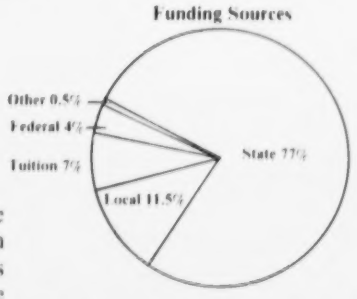
State funds may be used by community college system institutions for current operating expenses, equipment, library books, acquisition of land and capital construction.

Local funds must be used for operating and maintaining the plant and may be used to supplement any state budget item.

Students bear a small portion of the cost of operation. For North Carolina residents taking 12 credit hours, this amounts to $51 per quarter per student. Residents who enroll as part-time students (less than 12 credit hours) pay $4.25 per credit hour.

The distribution of funding is generally as follows:

state, 77%;
local, 11.5%;
tuition, 7%;
federal, 4%;
other, 0.5%.



These funds are deposited into the State Treasury. The largest portion is allocated to the 58 institutions based on a formula adopted by the State Board of Community Colleges. This formula is stated in Section 2D.0300 of the North Carolina Administrative Code (commonly referred to as APA). Other funds are appropriated by the legislature and federal government for special purposes.

The State Board allocates all of the funds to the boards of trustees of the local institutions. The local boards are responsible for using these funds in accordance with State Board policies as well as state and federal laws and regulations.

About once a year, the Department of Community Colleges audits the enrollment records of the institutions, and the State Auditor audits their financial records.

North Carolina's fiscal year runs from July 1 to June 30. Unless otherwise specified, all funds not expended during that period of time revert back to the general treasury and are available to the legislature for reappropriation.

Bylaws

Article I. Bylaws Governing the State Board of Community Colleges

The following bylaws shall govern and control all actions and procedures of the State Board of Community Colleges, hereinafter, referred to as the "State Board." The State Board shall conduct its business in a committee of the whole.

Article II. Officers.

At the first meeting after July 1, 1981, and every two years thereafter, the State Board shall elect from its appointed or elected membership for two-year terms until their respective successors have been appointed and qualified, a Chairman, a Vice Chairman, and such other officers as it may deem necessary. (G.S. 115D-2.1)

In the event a vacancy occurs prior to the end of the term, the State Board shall elect one of its qualified members to fill the office for the unexpired portion of the term. The State President shall be Secretary of the State Board.

The State President may appoint an assistant secretary of the State Board, who shall be a member of the staff of the State President of the Department of Community Colleges. Copies of all minutes, papers, and documents of the State Board may be certified by the assistant secretary with the same force and effect as though such certification were made by the Secretary of the State Board.

Article III. Regular Meetings.

Regular meetings of the State Board shall be held at least ten times a year on the second Thursday of the month. Each regular meeting shall be held at such time and at such place as the Chairman may designate, with notice concerning the time and place to be mailed to each member of the State Board by the Secretary at least seven days in advance of the meeting date. Either by action of the State Board or upon fifteen days' written notice by the Chairman, the date specified herein for a regular meeting may be changed to another date within the designated month. Any matter of business relating to the community college system may be considered at any regular meeting of the State Board.

Article IV. Special Meetings.

Special meetings of the State Board may be called by the Chairman at his discretion and shall be called by the Secretary upon the written request of no fewer than a majority of the qualified members of the State Board. A special meeting called by the Secretary shall be held within twenty days of receipt by the Secretary of an individual written request from a majority of the quali-

fied members for such special meeting. A notice specifying the time and place of a special meeting of the State Board shall be mailed by the Secretary to each member of the State Board at least five days in advance of the meeting date; but notice of three days may be given by telephone or telegraph when, in the judgment of the Chairman, an emergency exists. Any matter of business relating to the community college system may be considered at a special meeting of the State Board.

Article V. Agenda.

A copy of the agenda for each regular meeting of the State Board, including notice of all expiring terms on or vacancies in membership of the State Board including notice of all expiring terms on or vacancies in membership of the State Board committees, and, insofar as is practicable, copies of all reports and other materials to be presented to the regular meeting as a part of the agenda, shall be mailed by the Secretary to each member of the State Board at least seven days in advance of the regular meeting. If practicable, a copy of the agenda for each special meeting of the State Board with reports and other materials to be presented, shall be mailed to each member of the State Board at least five days in advance of the special meeting. When matters are to be considered by a committee between the time of the mailing of the agenda and the time of any regular or special meeting of the State Board, and are expected then to be presented to the State Board for action at the meeting, all members of the State Board shall be mailed such materials as a committee may prescribe by standing rule or as the chairman of a committee may designate, in order to inform the State Board, insofar as may be feasible, of the nature of the action that might be asked of it.

The agenda for a regular or special meeting of the State Board shall be prepared by the Secretary with the approval of the Chairman. All requests for inclusion of a given item on the agenda of a particular meeting shall be filed, with supporting documents, if any, with the Secretary of the State Board.

Any committee or member of the State Board may request consideration by the State Board, at any regular or special meeting, of any items not on the agenda of a regular or special meeting of the State Board. However, such an item shall not be so considered without the approval of two-thirds of the qualified members of the State Board present at such meeting.

Article VI. Quorum.

A quorum for the conducting of business by the State Board shall consist of a majority of the qualified members of the State Board. (G.S. 115D2.1)

Article VII. Presiding Officer.

The Chairman shall preside at all regular and special meetings of the State Board. In the absence of the Chairman, the Vice-Chairman shall

preside. In the absence of the Vice Chairman, a presiding officer shall be elected by and from the qualified membership of the State Board.

Article VIII. Power to Vote.

All qualified members of the State Board may vote on all matters coming before the State Board for consideration, but no member may vote by proxy. No vote concerning any matter under consideration by the State Board, or by a committee of the State Board may be cast in absentia, by mail, telegraph or telephone.

Article IX. Rules of Order.

Except as modified by specific rules and regulations enacted by the State Board, *Robert's Rules of Order* (latest edition) shall constitute the rules of parliamentary procedure applicable to all meetings of the State Board and its several committees.

Article X. Reference to Committees.

All matters presented to the State Board, except matters of routine business, which come within the sphere of interest or activity of any standing committee of the State Board, shall be submitted by the State Board to the appropriate standing committee for investigation and report. All matters, of other than routine business, which do not come within the sphere of interest or activity of any standing committee of the State Board may be submitted by the State Board to a special committee for investigation and report in advance of action thereon by the State Board. The Board may proceed to consider any matter without referring it to a standing or special committee, if by a two-thirds vote of the qualified membership, immediate consideration by the State Board is ordered. The reports and recommendations of standing and special committees shall be submitted to the State Board in writing consistent with the instructions of the State Board.

Article XI. Minutes.

The Secretary shall keep minutes of all meetings of the State Board; shall file, index, and preserve all minutes, papers and documents pertaining to the business and proceedings of the State Board; shall be custodian of the State Board of Community Colleges' Seal and of all records of the State Board and instruments of the State Board and Department of Community Colleges.

The Secretary shall be responsible for transcribing the minutes of each meeting within a reasonable time and for mailing a copy to each member of the State Board.

Article XII. Standing Committees: Membership and Jurisdiction.

The standing committees of the State Board shall be: the Committee on Policy; the Committee on Program Services; the Committee on Planning Services; the Committee on Adult and Continuing Education Services; and the Committee on Financial Services.

Each qualified member of the State Board shall be a member of all standing committees. The State Board Chairman shall designate the chairman and shall prescribe the duties of each standing committee.

Article XIII. Establishment of Special Committees.

Special committees may be established and their duties may be prescribed by the Chairman of the State Board.

Article XIV. Executive Sessions.

All meetings of the State Board shall be open to the public unless, consistent with the requirements of State Law, a meeting is closed to the public by majority vote of a quorum of the qualified membership of the State Board.

Article XV. Amendments and Suspensions of Bylaw Provisions.

Any provision of these bylaws (except those required or governed by statutory provision) may be amended by a vote of two-thirds of the qualified membership of the State Board; provided, that no amendment may be adopted unless its substance first has been introduced at a preceding regular or special meeting of the State Board.

Any provision of these bylaws (except those required or governed by statutory provision) may be suspended at any regular or special meeting of the State Board for that meeting by affirmative vote of two-thirds of the qualified membership of the State Board.

Statutory Responsibilities

The State Board is required to:

G.S. 115D-2.1

Fix the time of regular monthly State Board meetings.

Elect a chairman and other necessary officers of the State Board.

Meet at least ten (10) times a year.

Inform appropriate appointing authority of vacancies in membership on the State Board (Chairman).

G.S. 115D-3.

Elect a State President.

Elect professional employees of the Department upon nomination of the State President.

Fix salaries of elected departmental employees jointly with the Governor who is required to consult with the Advisory Budget Commission.

Establish the staff complement of the Department on the recommendation of the State President.

Exercise all other powers, duties and responsibilities delegated to the State Board of Education affecting the Department of Community Colleges not otherwise stated in Chapter 115D.

G.S. 115D-4.

Recommend to the General Assembly the establishment of new institutions and the conversion of existing institutions.

Approve expenditure of state funds for capital improvements at existing institutions jointly with the Governor who is required to consult with the Advisory Budget Commission.

G.S. 115D-5.

Establish standards and scales for salaries and allotments of institutional employees paid from funds administered by the State Board.

Establish a uniform registration fee or a schedule of uniform registration fees to charge students enrolled in extension courses financed primarily from state funds in lieu of tuition.

Approve state funded courses offered to captive or co-opted stu-

dents as defined by the State Board.

Regulate in-plant training including the establishment of maximum hours of instruction which may be offered at state expense in each in-plant training program.

Waive tuition for legal residents of the state age 64 and older.

Approve each new program offered by a community college, technical college or technical institute unless tuition for the program will fully cover cost of the program.

Make an annual report of all new programs approved during the year to the Governor, Lieutenant Governor, Speaker of the House, Joint Legislative Commission on Governmental Operation, and the Advisory Budget Commission.

G.S. 115D-15.

Approve the sale, exchange, or lease of unnecessary institutional property.

Adopt regulations for reimbursement of trustees for cost of travel, meals and lodging.

G.S. 115D-19.

Notify local boards of trustees of the failure of members to perform their duties as trustees as required by law or lawful regulations or of members who are guilty of immoral or disreputable conduct.

G.S. 115D-20.

Approve election of presidents of institutions.

Approve the purchase by institutions of land, easements, or right-of-ways.

Regulate the use of donations, gifts, bequests, etc. from private donors by institutions.

Adopt standards and requirements for admission and graduation of students.

Regulate contracts for instructional services.

Establish standards for selection of institutional employees.

G.S. 115D-23.

Develop standards for application of the Workers' Compensation Act for institutional employees paid in whole or in part from State funds.

G.S. 115D-25.

Adopt necessary regulations and procedures for purchase of annuity of retirement income contracts by institutions; precribe the form.

G.S. 115D-31.

Provide from sources made available to the State Board funds to meet the financial needs of institutions as determined by policies and regulations of the State Board for capital outlay, current operating expenses and additional support for regional institutions.

G.S. 115D-33.

Ascertain whether authority to provide adequate funds has been given by the voters of a proposed administrative area prior to making a favorable recommendation to the General Assembly for approval of establishment and operation of an institution.

G.S. 115D-36.

Require voter authorization of an annual tax to provide necessary local financial support prior to the conversion of an institution.

Require voter authorization of bonds for necessary capital outlay prior to the conversion of an institution.

G.S. 115D-39.

Fix and regulate all tuition and fees charged students for applying or attending any institution of the system.

G.S. 115D-40.

Adopt rules to administer the Community College Scholarship Fund; adopt rules to regulate eligibility for scholarship awards.

G.S. 115D-54.

Develop forms for submission of institutional budgets.

Provide funds to institutions in accordance with Article 4A of Chapter 115D (Budgeting, Accounting, and Fiscal Management).

G.S. 115D-55.

Approve institutional budgets in such amounts as it deems necessary and available for the operation of each institution.

Develop procedures for allocations of funds (by purpose, function, or project) by local tax levying authorities.

G.S. 115D-58.

Adopt rules and regulations governing amendment of institutional budgets.

G.S. 115D-58.1
Adopt rules to govern the application for the acceptance of federal grants by institutions.

G.S. 115D-58.8
Regulate the use and control of facsimile signatures by institutions.

G.S. 115D-58.10
Determine which departmental employees and institutional employees must be bonded for the protection of state funds and property.

G.S. 115D-158.
Establish an agreement with the State Board of Education for division of federal vocational education funds between secondary and post-secondary education.

1983 Session (Regular Session, 1984)
Review avocational and vocational courses offered by each institution and determine for each institution which courses are avocational and which courses are vocational.

Set tuition and fees in the community college system in amounts necessary to meet the revenues anticipated from the system in the Current Operations Act for fiscal year 1984-85.

The State Board is authorized to:

G.S. 115D-3.
Adopt and administer all policies, regulations and standards necessary for the operation of the Department of Community Colleges.

G.S. 115D-5.
Adopt and execute such policies, regulations, and standards concerning administration and operation of institutions as it may deem necessary to ensure the quality of educational programs, to promote the systematic meeting of education needs of the State, and to provide for the educational needs of the State, and to provide for the equitable distribution of State and Federal funds to institutions.

Approve sites, building plans, budgets, and chief administrative officers of institution.

Establish and administer standards for professional personnel, curricula, admissions, and graduation.

Regulate the awarding of degrees, diplomas, and certificates.

Establish and regulate student tuition and fees and financial accounting procedures.

Establish general and uniform regulations for waiver of tuition and registration fees for training courses for:

- volunteer firemen;
- local fire department personnel;
- volunteer rescue and lifesaving department personnel;
- local rescue and lifesaving department personnel;
- local law enforcement officers;
- patients in state alcoholic rehabilitation centers;
- prison inmates;
- persons not enrolled in elementary or secondary school taking courses leading to a high school diploma or equivalent certificate;
- trainees enrolled in courses conducted under the New and Expanding Industry Program;
- clients of sheltered workshops;
- clients of Adult Developmental Activity Programs; and
- all full-time custodial employees of the Department of Correction.

Contract with the local boards of education for establishment and operation of extension units of institutions subject to the approval of the Governor who is required to consult with the Advisory Budget Commission.

Approve the use of existing public school facilities for proposed institutions.

Provide financial support for matching capital outlay and for operating and equipping extension units subject to available funds.

G.S. 115D-6.

Withdraw or withhold State financial and administrative support of institutions if:

- required local financial support is not provided;
- sufficient state funds are not provided;
- prescribed standards of administration or instruction are not maintained; or
- the institution is not needed.

Accept, receive, use, or reallocate to institutions federal funds or aid made available by the federal government for encouragement and improvement of any phase of the program of institutions.

G.S. 115D-55.

Request all financial records of institutions except private records

of individuals protected by federal or state law.

G.S. 115D-58.10.

Place bonds and pay the premiums for departmental employees and institutional employees required to be bonded from State funds.

G.S. 115D-59.

Approve contracts for establishment of institutions in a multiple county area.

Glossary of Terms

ACADEMIC YEAR: The period of the regular session, generally extending from September to early June, usually divided into two semesters or three quarters. See Calendar Year.

ACCOUNTABILITY: The acceptance of personal responsibility for the achievement of predetermined measurable objectives.

ACCREDITATION: Recognition of an educational institution as maintaining standards that qualify the graduates for admission to higher institutions or for professional practice.

ACT: Narrowly, this term applies to a bill that has passed the Congress and become law. More loosely, it is used to refer to a bill that has passed either the House or Senate. Also, a sponsor may use it in naming his bill (anticipating its passage).

AD HOC: A small, temporary committee utilized to solve a particular problem or issue. Once the task is resolved, the committee submits its report and ceases to function. Special committee which is usually established by the Chariman of any standing committee or group.

ADMINISTRATIVE UNIT: A geographic area which, for specified public purposes, is under the control of a governing board and the supervision of one or more administrative officers.

ADMISSIONS, DIRECTOR OF: A title frequently used for the officer who is charged with the responsibility of admitting students. Other titles assigned to the position are Admissions Officer, Examiner, and Dean of Admissions. Many colleges use the title Registrar as inclusive of the admissions function.

ADULT BASIC EDUCATION: Education at the elementary instructional level (through the eighth grade) — usually with emphasis on communicative, computational, and social skills given to enable an adult or youth beyond the age of compulsory school attendance to raise his level of education, pursue a program of occupational training, and/or function more adequately as a citizen in a democratic society.

ADULT EDUCATION: Programs offered by a college or university which provide opportunities for adults and out-of-school youth to further their education. Programs are usually planned with one of the following objectives in mind: opportunities for professional or career advancement; opportunities for expansion of cultural knowledge and interests. These programs may be credit or noncredit: undergraduate, graduate, or postgraduate; professional or nonprofessional. They may be classes, conferences, short courses, correspondence courses, etc. They may be held on campus or elsewhere. They are usually offered by a distinct administrative unit, e.g., Extension Division, Evening College.

AD VALOREM PROPERTY TAX: A tax on real property expressed as a percentage of the total value of the real property.

AFFIRMATIVE ACTION: The "action" which federal law now requires of institutions to provide better and more equal job access for women and minorities.

ALLOCATION: The fiscal year amount which a federal agency actually expends (or allocates) on the support of a given program.

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES (AACJC): A non-profit national professional association, made up of two-year colleges, both public and private, and people from those institutions which provides services and directions calculated to assist the colleges in meeting their goals. The national offices of AACJC are headquartered in Washington, D.C.

APPROPRIATION: The act by which the Congress (or a legislature) provides the dollars (specific amount) on which a program will operate for a given fiscal year.

AREA VOCATIONAL SCHOOL: A public secondary school or a post-secondary educational facility which has been approved by the state board for vocational education to provide instruction in the occupations (other than professional occupations) to residents of a state, a county, a major city, or another designated geographic area usually larger than one local basic administrative unit.

ASSESSED VALUATION: A valuation set by a governmental unit upon real estate or other property as a basis for levying taxes.

ASSESSED VALUATION PER ADA: The amount of assessed value per child determined by dividing the total assessed valuation by the total ADA.

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES (ACCT): A nonprofit international association headquartered in Washington, D.C. which seeks to unify, promote, encourage and develop two-year institutions through the expertise and insight of trustee leadership. Assists trustees in effectively coping with challenges in higher education and in presenting a national voice on behalf of two-year college governing boards.

ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES (AGB): A nonprofit educational organization of governing, coordinating, and advisory boards of post-secondary education. AGB exists to help its members fulfill their roles and meet their responsibilities. Office headquarters are in Washington, D.C.

ATTRITION: (1) A term referring to the portion of a class of students which failed to re-enroll for a subsequent term (voluntarily or involuntarily) without completing degree requirements; (2) less commonly, the term may refer to the loss of those accepted applicants who failed to enroll.

AUDITOR: One who enrolls for instruction without credit. Regular attendance at class without other participation is customary.

AUTHORIZATION: The act which creates and authorizes a program. It usually fixes the life span and dollar ceilings for the program but contains no actual dollars.

AVERAGE DAILY ATTENDANCE (ADA): The aggregate days of attendance of a given secondary school during a given reporting period divided by the number of days school is in session during this period. Only days on which the students are under the guidance and direction of teachers are considered as days in session. The reporting period is generally a given regular school term.

BALLOT PROPOSITION: A referendum, as in a change of constitution usually appearing on a state or local ballot.

BASIC EDUCATION: A term frequently used in referring to education emphasizing literacy in language, mathematics, natural sciences and history and related social sciences. See also Adult Basic Education.

BASIC EDUCATIONAL OPPORTUNITY GRANTS (BEOG): A program of student financial aid authorized by Title IV of the Higher Education Act. Provides for federal grants to all eligible students to assist them in meeting educational costs.

BIENNIUM: Commonly refers to the two-year period for which a state or public agency builds a budget.

BILL: The form used for most legislation, whether permanent or temporary, general or special, public or private. Bills may originate in either the House of Representatives or the Senate, with one notable exception, that all bills for raising revenue shall originate in the House, but the Senate may propose or concur with amendments, as on other bills. Customarily, the general appropriation bills also originate in the House, although there is no constitutional requirement to that effect. A bill originating in the House of Representatives is designated by the letters "H.R.", followed by its number. A bill becomes law of the land only after (1) Presidential approval; or (2) failure by the President to return it with his objections to the House in which it originated within ten days while the Congress is in session; or (3) the overriding of a Presidential veto by a two-thirds vote in each House. It does not become law without the President's signature if the Congress by its adjournment prevents its return with his objections. This is know as a "pocket veto."

BRANCH CAMPUS: A campus of a higher education institution which is located in a community different from that of its parent institution and beyond a reasonable commuting distance from the main campus of the parent institution. It aims at least in part to duplicate the functions or programs of education offered by the parent institution (or main campus).

BUDGET: A plan of financial operating embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

BUREAU OF HIGHER AND CONTINUING EDUCATION (U.S. OFFICE OF EDUCATION): Administers institutional support and student assistance programs directed to higher education.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (U.S. OFFICE OF EDUCATION): Administers grants to states for programs of vocational and technical education, education programs for adults, manpower training programs, and career education.

CAMPUS: The land areas and facilities used by an institution in its programs of instruction, research or service.

CAPITAL OUTLAY: Capital outlay expenditures are those which result in the acquisition of fixed assets or additions to fixed assets. They are expenditures for land or existing buildings, improvements of sites, construction of buildings, additions to buildings, remodeling of buildings, or initial or additional equip-

ment. Salaries and other expenses of school district employees, such as architects and engineers, who are hired or assigned to capital improvement projects also are included.

CAREER INFORMATION LIBRARY: An organized file of imformation about career requirements, opportunities, and rewards. It may be part of the main library collection or housed in a placement or counseling center.

CENSUS DATE: An established date each term on which a count of enrollments (F.T.E.) is made for reporting purposes.

CERTIFICATE, HIGH SCHOOL EQUIVALENCY: A document issued by a State Department of Education certifying that a person has completed the equivalent of a high school diploma; accepted by some colleges in lieu of evidence of graduation from high school.

CIJE: Current Index to Journals in Education—information for practicing educator, reference librarian and education researcher (see ERIC).

CLOCK HOUR: One hour of instruction given one student. Class periods of from fifty to sixty minutes are usually counted as one clock hour.

CLOSED RULE: The Rules Committee in the House serves as a valve on floor action. When a bill clears its parent committee, it can go to the floor for final action only when the Rules Committee gives it a rule. If it gives the bill an open rule, this means amendments can be made on the floor. Under a closed rule, amendments cannot be offered.

CO-CURRICULAR ACTIVITY: An activity not falling within the curriculum, but closely correlated with it. The term usually refers to activities developed to supplement a curricular program, such as debate, forensics, and the band.

COLLEGE CALENDAR: A listing of all pertinent dates for commencement of terms, holidays, vacations, examinations, etc. Some colleges operate on a semester system, involving a fall and a spring term, frequently adding a summer session for developmental work or additional courses. A modified semester (4-1-4) system provides a January or winter term (approximately four weeks long) for special projects which usually have the same credit as one semester course. A trimester calendar consists of three equal terms from September to September. Some colleges divide the entire year into four equal terms or quarters, as do North Carolina community college system institutions.

COLLEGE CORPORATION: A body politic and corporate as defined in the charter, usually consisting of the president and trustees. (North Carolina community college system institutions are chartered by law in Chapter 115D.)

COLLEGE PLANT: The site, buildings, and equipment constituting the physical facilities used by a single college or by two or more colleges sharing the use of common facilities.

COLLEGE WORK/STUDY PROGRAM (CW/S): Assists students by providing job opportunities at the college itself or with a public or private nonprofit agency, such as a school. Students may work for a specified number of hours during the college session and 40 hours per week during the summer or other vacation periods.

COMMISSION 1202: Section 1202, under Title X of the Education Amendments of 1972, encourages each state to form a commission to coordinate the

planning of post-secondary systems. (See Title X.)

COMMITTEE OF THE WHOLE: Any group meeting as a single body in order to consider any issue so that all members may consider the subject at hand.

COMMUNITY COLLEGE: A college operated by a district board of trustees of a basic administrative unit whose courses, both vocational technical and academic, lead to objectives or degrees less than a baccalaureate degree. Instruction is adapted in content, level and schedule to the needs of the local community. So far as possible, courses are offered according to the general convenience of the clientele. In addition to organized curricula, offerings may also include short courses, special lectures, etc., of interest to the community or to groups therein. Most of the students live within the community.

CONFERENCE COMMITTEE: A joint committee of the House and Senate which writes a bill in final form when the two bodies have passed differing versions of the same act.

CONTINUING EDUCATION: Any extension of opportunities for reading, study, and training at the higher education level to young persons and adults following their completion of or withdrawal from full time school or college programs. The service is usually provided by special schools, centers, colleges, institutes or by separate administrative divisions such as University Extension. Continuing education usually emphasizes flexible rather than traditional or academic programs.

CONTINUING RESOLUTION: An act which keeps ongoing federal programs running at old funding levels, in a new fiscal year, while Congress and the President work out the regular appropriations for those programs for that fiscal year.

CONTRACTED SERVICES: Those services rendered to the college system through contract or other agreement with a firm, company, individual, or other educational agency or institution, such services being performed by a person or persons not on the college faculty or staff.

COOPERATIVE EDUCATION: A program offered by colleges combining gainful employment with study. Usually, one or more semesters in college alternate with semesters of employment in fields related, if possible, to the student's field of concentration. Many two-year colleges offer cooperative education in their programs; others offer work opportunities in their entire range of programs.

COOPERATIVE ON-THE-JOB TRAINING: An activity in which students in occupational programs of studies spend a portion of their time in supervised involvement (i.e., in on-the-job training) in business or industry. This activity frequently is referred to as "cooperative work experience."

CORE CURRICULUM: A group of courses in varied but related subject areas, designated by a college as one of the requirements for a specified degree.

COST ACCOUNTING: That method of accounting used to establish all the elements of cost incurred to carry on an activity or operation.

COST-BENEFIT ANALYSIS: The process of examining and comparing alternative courses of action with respect to two or more main considerations: the cost in terms of needed resources, and the benefits (in general, the gains, utility, value, or effectiveness) in terms of the objectives to be attained. The

results of the analysis can serve as one of the factors assisting the decision maker in a choice of alternatives.

COURSE, SHORT: A course in which instruction is scheduled for a period considerably shorter than a regular semester, quarter, term, or session. It is typically either an abbreviation of a standard course in the subject, a presentation of very recent research or developments in a given field, a brief review of a broad area of practical knowledge, a refresher course, or an intensive study of a narrow segment of a subject. The course may or may not apply toward a degree or other formal award, such as a certificate or professional designation.

CREDIT HOUR: The unit by which an institution may measure its course work. The number of credit hours assigned to a course is usually defined by the number of hours per week in class and the number of weeks in session. One credit hour is usually assigned to a class that meets 50 minutes a week over a period of a semester, quarter, or term; in laboratory, field work, drawing, music, practical arts, physical education or similar type of instruction, one credit hour is assigned for a session that meets 2 or 3 hours a week for a semester, quarter, or term. Quarter credit hours and semester credit hours are the most common systems of measuring course work. Institutions on the trimester plan generally use the semester credit hour system. Courses offered in a calendar other than semester or quarter, including summer sessions, may be measured in term credit hours or stated in semester credit hours or quarter credit hours.

CREDIT HOUR, QUARTER: A credit hour based on the quarter calendar which is usually divided into terms of 11 weeks.

CREDIT HOUR, SEMESTER: A credit hour based on the semester calendar which is usually divided into terms of 17 weeks.

CURRICULUM GUIDE: A written plan including one or more aspects of curriculum and instruction such as philosophy, policies, aims, objectives, subject matter, resources, and processes. Such a plan may be as narrow in scope as a unit or topic on instruction, or as broad as the entire curriculum of a college system or level of instruction within a State.

DATA: A general term used to denote any or all facts, numbers, or letters and symbols that refer to or describe an object, idea, condition, situation or other factor. It connotes basic elements of information which can be processed or produced by a computer. Sometimes data are considered to be expressible only in numerical form, but information is not limited.

DEBT LIMIT: The maximum amount of bonded debt for which a school district may legally obligate itself. The total amount of bonds issued cannot exceed a stipulated percent of the value of the taxable property of the district.

DEGREE: The Associate is the degree granted in the two-year college. Most colleges award either the Associate in Arts, the Associate in Science, or the Associate in Applied Science. Two-year colleges also grant certificates that denote a level of proficiency and diplomas that denote completion of majors of less than two years.

DEVELOPING INSTITUTIONS PROGRAM: A program that assists colleges which have both the desire and the potential to make a substantial contribution to higher education but are limited in their resources.

DEVELOPMENTAL STUDIES: With the recent growth of the community college has come the wide acceptance of the open door admissions policy. Many colleges have instituted a series of remedial courses for those students choosing to attend college but deficient in necessary basic skills. These courses, the most common name for which is developmental studies, help the students admitted under the open door policy to adjust to college-level academic standards.

DIRECT GRANTS: Federal allocations or grants flowing in specific amounts to institutions or individuals for specific programs (unlike the lump sums allocated to states or state agencies, which are usually referred to as formula categorical grants).

DUAL ENROLLMENT: An arrangement whereby a student regularly and concurrently attends two colleges or a college and a secondary school, both of which share direction and control of his studies.

EDUCATIONAL OPPORTUNITY CENTERS: Centers designed to serve areas with major concentration of low income population. They also serve as a recruiting and counseling tool to coordinate resources and staff efforts of institutions of higher education.

EFFECTIVE APPROPRIATION: The funding figure currently in effect for a given program for the fiscal year.

ENROLLMENT, TOTAL (HEAD COUNT ENROLLMENT): The number of different individuals enrolled during a given term or school year. The figure includes all students who have registered, as signified by the payment of fees. The total enrollment does not exclude students who withdraw during the term or the year.

ENTITLEMENT: A form of assistance which is universally available to qualified applicants, and usually not subject to budget ceilings. The G.I. Bill is a prime example.

EQUIPMENT: Any instrument, machine, apparatus, or set of articles which (a) retains its original shape and appearance with use and (b) is nonexpendable.

ERIC: Educational Resources Information Center - a national information system which disseminates educational research results, research-related materials and other resource information.

EXECUTIVE COMMUNICATION: This has become a prolific source of legislative proposals, presented usually in the form of a letter from a member of the President's Cabinet or the head of an independent agency or even the President himself, transmitting a draft of a proposed bill to the Speaker of the House of Representatives and the President of the Senate.

FEB: Federal Executive Board. Any large city with a cluster of federal offices usually has one. It is an informal caucus of the executives who head these offices. They meet on a regular basis (often a monthly luncheon) to discuss interagency problems and cooperation.

FEE: A payment, charge or compensation for services (other than instruction) for privileges, or for the use of equipment, books or other goods. Fee can be defined to include student body fees for athletics, student government, and other activities.

FEE, MATRICULATION: A nonrefundable fee required by many colleges of every student at time of first enrollment.

FINANCIAL AID OFFICER: The person responsible for administering the financial aid program of a college or university. His title is sometimes Director of Financial Aid.

FISCAL YEAR (FY): Federal agencies and budgets operate on the fiscal year. The federal fiscal year begins October 1. Most community colleges operate on the fiscal year beginning on July 1. For example, Fiscal Year 1978 (FY '78) would start July 1, 1978 and end June 30, 1979.

FOB: A federal office building: a term rarely used outside the District of Columbia.

FULL TIME EQUIVALENT (F.T.E.): One full-time equivalent (FTE) student represents 16 student membership hours per week for 11 weeks or 176 student membership hours for each quarter enrolled.

FTE, AVERAGE ANNUAL: The average of the summer, fall, winter, and spring FTE or the average FTE developed over an entire school year.

FTE, FOUR QUARTER AVERAGE: The average of the FTE developed in any consecutive four quarter period.

FTE, BUDGET (B/FTE): Used to prepare the operating budget and to provide for an equitable distribution of the operating funds allocated by the State Board to the institutions.

FTE, EQUIPMENT (E/FTE): Used to prepare the equipment budget and to provide for an equitable distribution of the equipment funds allocated by the State Board to the institutions.

FTE, LIBRARY (L/FTE): Used to prepare the library budget to provide for an equitable distribution of library funds that are allocated for the purchase of library books and audiovisual materials.

FTE, CREDIT HOUR (H/FTE): Used in furnishing data to the North Carolina Commission on Higher Education Facilities and the University of North Carolina.

FTE, CONSTRUCTION (C/FTE): Used to determine construction priorities and institutional eligibility for federal and state construction funds for the institutions.

HIGHER EDUCATION: Education above the level of the secondary school, which is provided by four year colleges, universities, graduate schools, community colleges, technical institutes, and proprietary schools.

HOPPER: When legislators introduce a bill, they "drop it in the hopper," as the expression goes. It simply means they have fed it officially into the legislative mill — i.e., they have filed it with the proper House or Senate officials.

HUD: The Department of Housing and Urban Development. Assists in providing for sound development of the nation's communities and metropolitan areas.

IMPOUNDMENT: An appropriated budget item that the administration of the government does not allocate (spend).

INDEPENDENT STUDY: A program of study with topics or problems chosen by the student with the approval of the department concerned and with the supervision of an instructor. Independent study is often associated with honors courses or programs.

INDIVIDUAL INSTRUCTION: An arrangement whereby a student receives instruction as an individual and not as a part of a class.

INSTRUCTIONAL MATERIALS CENTER: An instructional space where college library services and audiovisual services are integrated. When such services are limited to one or more specific subject areas, the space may be referred to as a "resource center."

INTRAMURAL ATHLETICS: Organized games and athletic activities engaged in by students of a college with other students from the same college. The intramural program may be an integral part of the physical education program or a distinctive program of its own; in either case, the program must be confined to a single college.

LEARNING RESOURCES CENTER: See Instructional Materials Center.

LOAN, STUDENT: A financial aid to a student which has the requirement that all or part of the amount advanced shall be repaid at a specific future time generally following graduation or withdrawal.

MANAGEMENT: Its function is to decide on the most effective expenditure of manpower, facilities, materials, and funds needed to achieve goals and objectives. It is the acceptance of personal accountability determined by the measurable results. Management is concerned with planning, administration and leadership.

MANAGEMENT-BY-EXCEPTION (MBE): A procedure which alerts those "who need to know" when monitored expectancies are not reached or are exceeded by a predetermined margin.

MANAGEMENT-BY-OBJECTIVES (MBO): A systematic way of thinking about management which emphasizes the achievement of predetermined system, unit, and individual goals and objectives by demonstrable, measurable results.

MANAGEMENT INFORMATION SYSTEM (MIS): An organized method of providing management with information needed for decision making, when it is needed, and in a form which aids understanding and stimulates action.

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION (NAPCAE): Organization dedicated to the development, improvement and expansion of public supported educational opportunities for adults.

NATIONAL COMMISSION ON ACCREDITING (NCA): An independent agency supported by the colleges and universities to coordinate and monitor professional and specialized accrediting organizations at the post-secondary level.

NATIONAL DIRECT STUDENT LOAN PROGRAM (NDSL): This program makes it possible for graduate or professional students to borrow up to $10,000; for students who have successfully completed two years of a program leading to a bachelor's degree, up to $5,000; and for other students, up to $2,500. The program also provides for partial or total cancellation for students who enter certain fields of teaching or specified military duty.

NONCREDIT COURSE: A course for which students do not receive credit applicable toward graduation or completion of a program of studies.

OCCUPATIONAL FIELD: A group of recognized occupations having many similarities, including the following characteristics in common: the type of work performed; the basic aptitudes; and the acquired knowledge and training required; the tools, machines, instruments, and other equipment used and the basic materials used.

OCCUPATIONAL PROGRAM: A program designed to prepare students for immediate employment in an occupation or cluster of occupations. It is not designed as the equivalent of the first two or three years of a baccalaureate degree program. Two levels of occupational programs are recognized: (1) the technical semi-professional level preparing technicians and semi-professional personnel in engineering or nonengineering fields; and (2) the craftsman clerical level training artisans skilled operators, and clerical workers.

ON-THE-JOB TRAINING (OJT): A program of instruction provided to an employed worker by the employer during the normal working hours of the occupation. (See also Cooperative-on-the-Job Training).

OPEN DOOR: The term mainly used in reference to the admissions requirements of most public community colleges and technical institutes that only require a student to possess a high school diploma (or equivalency) or be 18 years of age or older to qualify for admission.

OSHA: Occupational Safety and Health Act of 1970. An effort to reduce the incidence of personal injuries, illnesses and deaths among working men and women which results from their employment. A Review Commission was created by the act to insure just and equitable enforcement of those occupational health and safety standards which are contested by employers, employees and representatives of employees.

PART-TIME STUDENT: A student who is carrying less than a full course load as determined by the state or the local college.

POCKET VETO: When Congress sends the President a bill, he has 10 days on the legislative calendar to sign it or veto it. He cannot simply sit on it, unless the Congress has recessed. If Congress is out of session, he can let the bill die by ignoring it (i.e., pocketing it), and this is a pocket veto.

PPBS: An abbreviation for the planning-programming-budgeting system. A decision system for allocating resources to various objectives and programs based on cost-effectiveness analysis.

PREVOCATIONAL EDUCATION: Orientation to a number of different occupational areas and counseling designed to assist a person in determining the occupation area(s) for which he might best prepare. Can take place at secondary or post-secondary level.

PROGRAM BUDGETING: The preparation of a budget which reflects explicit consideration of present and future costs of various programs designed to realize objectives. It is essentially a task of determining priorities for the various objectives, because of limitations on resources, in order to achieve a coherent program of action for the organization as a whole. A programmatic classification system for budget accounts. Sometimes equated with PPBS.

QUARTER, ACADEMIC: Normally not less than 11 school weeks or 55 class days, whichever is greater, from the first day of classes through the final examination.

READER: The professional invited by a federal agency to join a panel of readers in evaluating grant proposals, submitted by colleges (or other institutions) seeking support from a specific program.

RECISION: A request by the Administration to eliminate a funded item, for which the dollars earlier were both budgeted and appropriated. Also, when a bill is worked on by a joint conference committee, either the House or Senate usually rescinds its position financially on the bill.

REGISTRAR, OFFICE OF THE: An office supporting the educational process by record-keeping. The official student educational record is maintained in this office. Additional functions commonly include the building of the course schedule, the assignment of classrooms, the planning and execution of registration, the certification of the students' enrollments, the issuance of grade reports, the administration of academic regulation, the certification of the students' eligibility to graduate, and the compilation and reporting of statistical data about the institution.

RELEASED TIME: An arrangement whereby a college officially and regularly excuses one or more full-time members of the faculty for part of a session with pay.

RESEARCH, INSTITUTIONAL: The collection, analysis, and presentation of institutional data upon which informed administrative and faculty decisions can be made. Its primary concern is practical research for the solution of institutional problems through the accumulation and analysis of data.

RESOURCE CENTER: An instructional space designed, or adapted, as a place for reading, viewing, listening, and otherwise studying about one or more specific subject matter areas, and for the custody, circulation, production, and administration of related supllies and equipment for the use of the student body and college staff.

RESOURCE UNIT: A written plan or collection of material including, for a given segment of instruction, a variety of learning experiences, resources, and evaluation techniques from which faculty may select those deemed best suited for each student or group of students.

RETENTION RATE: The rate at which students persist in their educational program in an institution, often expressed as the percentage of an entering class which enrolls for each succeeding academic year and graduates within the normal time period.

SABBATICAL: Commonly referred to as a leave of absence for all or part of one calendar year and with all or part of the employee's salary continuing. Generally sabbaticals become available at the end of each seven years of employment. Purpose: for travel or study enrichment directly or indirectly related to improvement of job performance of the faculty member or administrator.

SCHEDULE, CLASS: A publication containing information on the courses and sections to be offered for a given term, including names of the instructors, days, hours, places of meeting, and credit designations.

SEMESTER CREDIT HOUR: A unit of value, frequently used in higher education, indicating for a course the number of hours (or equivalency) of instruction per week for a college term of one semester. A full-time college student making normal progress earns about 30 to 32 semester credit hours in the academic year, two semesters constituting the work of the usual academic year.

SEMINAR: A small group of students doing research or advanced study under the supervision of an instructor.

SEQUENCE: The order of presentation and availability of aspects of the instructional program, as within a course, or a series of courses.

SHARED SERVICES: An arrangement whereby services provided by one college or college system are made available without charge to another college or college system. To illustrate, the health services or college library services of a given public college might be made available without charge to pupils of a neighboring nonpublic college on a set schedule or as required, with persons providing such services being staff members of the public college, regardless of the location at which the services are provided.

SHARED TIME: See Dual Enrollment.

SLIP LAWS: The first official publication of the statute is in the form generally known as the slip law. It is an unbound pamphlet and each law is published separately.

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS: (See also NCA). Grants institutional accreditation to colleges and universities in the following geographic area: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia.

SPECIAL SERVICES FOR DISADVANTAGED STUDENTS: Program designed to help more disadvantaged and physically handicapped students to remain in and complete college and to encourage students to pursue graduate or professional education.

STATE VOCATIONAL EDUCATION PLAN (STATE PLAN): A written description of the state's vocational education programs submitted to and approved by the U.S. Commissioner of Education as a condition for the allotment of federal funds. It sets forth the state's authority under state law for its administration of such programs and includes the policies to be followed by the state in maintaining, extending, and improving existing vocational educational programs, and in developing new programs.

STATUTE: An act that passes Congress and is signed into law by the President is then formally coded and becomes a statute.

STIPENDS: A broad term usually applied to the weekly or monthly allot-

ment of allowance paid to federal program participants (such as a veteran on the G.I. bill, or a trinee in an EPDA program).

STUDENT BODY ACTIVITIES: Cocurricular activities for students, such as entertainments, publications, and clubs, that are managed or operated by students under the guidance or supervision of staff members.

STUDENT GOVERNMENT: Student organizations authorized to exercise jurisdiction in prescribed areas of program development, program management, and student conduct, and to formulate expressions of student opinions and concerns, such as a student senate, program council, living-unit councils, and judiciary boards. Student government organizations may have representation on institutional administrative and faculty committees.

STUDENT MEMBERSHIP HOUR: One hour of scheduled class, shop, or laboratory for which the student is enrolled.

STUDENT ORGANIZATIONS: An officially recognized student group constituted to perform a particular function or functions in program presentation, self-government, or project management as a part of the total student activities program. Faculty and staff are typically involved as advisers and program participants.

STUDENT PERSONNEL SERVICES: The college program which assists students, individually and in groups, to take full advantage of the opportunities offered in the academic community. Emphasis is placed upon the student — his needs and aspirations, his intellectual, personal, psychological, social and physical growth — so that he may achieve his own goals and the goals of society as reflected by the particular institution he attends.

SUPPLEMENTARY PROGRAM: In vocational education, a program offered as supplemental training to persons already employed for updating of employee skills.

SUPPLEMENTAL APPROPRIATION: After the Congress initially allocates the actual dollar amounts in specific programs, it may increase the appropriation through supplemental funding.

SURVEY, INSTITUTION: Study and evaluation of an institution by a committee. A survey usually consists of a review of the purposes of the college and an appraisal of its program, based often upon established criteria, and it generally results in recommendations for changes and improvements. A self-survey (or self-study) is one conducted by a committee or committees derived from an institution's own faculty and staff, frequently with outside consultants called in. The process is generally accepted as the means for the accreditation or reaccreditation of institutions by the regional accrediting agencies.

SYSTEMS APPROACH: A rational procedure for designing a system for attaining objectives. The methodology includes specification of objectives in measurable terms; restatement of the objectives in terms of capabilities and constraints; development of possible approaches; selection of appropriate approaches as a result of a trade-off study; integration of the approaches into an integrated system; evaluation of the effectiveness of the system in attaining objectives.

SUBCOMMITTEE: A subgroup of a Congressional committee that usually deals with a specific single policy area, e.g., the Subcommittee on Postsecondary Education (of the House Committee on Education and Labor) deals with higher education bills.

TABLED: The term is used in Congress essentially as it is in other parliamentary processes. If a Congressional committee or subcommittee, for example, adopts a motion to table a bill, the bill in effect is dead, usually for the duration of that Congress.

TALENT SEARCH: A federal program that encourages secondary school and college dropouts of demonstrated aptitudes to re-enter education programs and existing forms of student aid. Contracts were awarded to institutions of higher learning in public and private non-profit agencies or organizations to establish talent search projects. Administered through regional offices.

TASK: A related group of activities that clearly defines a segment of a program. Small programs may be considered as one task, while a system program may have a hundred or more. Tasks in a program are relatively stationary, while activities are dynamic.

TEACHER AIDE: A member performing assigned activities of a nonteaching nature which are not classified as professional education, but which assist a staff member to perform professional educational teaching assignments.

TEACHING MACHINE: A device for presenting programmed instruction. For example, cassette recorders, closed circuit video tape or film loops.

TEAM TEACHING: An organization for classroom instruction which involves two or more faculty members who are jointly responsible for planning, instructing, and evaluating a given group of students at any instructional level or in a selected subject-matter area or combination of subject-matter areas. A teaching team may or may not include student or faculty assistants.

TECHNICAL INSTITUTE: A two-year post-secondary institution offering instruction in one or more vocational/technical areas.

TELECOURSE: A full sequence of lessons offered over closed-circuit or broadcast television for credit or for auditing purposes. Telecourse instruction may include written work requirements, reading assignments, and or examinations.

TITLE: Commonly refers to a major division of a broad many-titled piece of legislation, as in Title X of the Higher Education Act.

TITLE X: That portion of the Higher Education Act which covers "The Comprehensive Community College and Occupational Education Act," hence the term Title. It provides for federal assistance for the development of community colleges.

TRADE-OFF: The weighing, on the basis of selection criteria, of the use of alternative approaches to attain an objective, with the intent to select a "best" alternative. Appropriate criteria, with differing relative importance, might include performance, timing risk, cost-benefit, or policy.

TRUSTEE: A person who serves as a member of a corporate board which governs an institution of post-secondary education. Additionally, they directly control, regulate and have governance authority over the affairs of the college. Generally, trustees are appointed or elected for a stated period of years.

UNGRADED CLASS: A class which is not organized on the basis of grade and has no standard grade designation. This includes regular classes which have no grade designations, special classes for exceptional students which have no

grade designations, and many adult education classes. Such a class is likely to contain students of different ages who frequently are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level. Ungraded classes sometimes are referred to as "nongraded."

UNITED STATES OFFICE OF EDUCATION COMMUNITY COLLEGE UNIT: Under the Deputy Commissioner of Higher Education, the formation of the Community College Unit was mandated in the Educational Amendments of 1972. The Unit coordinates all Office of Education programs which deal with two-year colleges, prepares analysis of federal assistance to these colleges and prepares and gives testimony defending such assistance before the Congress and the Office of Management and Budget.

UNIT OF INSTRUCTION: A major subdivision of instruction within a course or within an aspect of subject matter content provided for a self-contained class or for other students. Generally, composed of several topics, a unit of instruction includes content and learning experiences developed around a central focus such as a limited scope of subject matter, a central problem, one or more related concepts, one or more related skills, or a combination of these.

UNSECURED TAX ROLES: The moveable, personal real property within a county, i.e., mobile homes, boats, furniture (accounts for approximately 10% of all property).

UPWARD BOUND: Pre-college preparatory programs for young people from low income backgrounds and inadequate secondary school preparation provides a summer residential program on a college campus and activities during a school year. Administered through regional offices.

UNITED STATES OFFICE OF EDUCATION: An administrative agency whose functions are to collect such statistics and facts as shall show the condition and progress of education, to diffuse such information as shall aid the people of the United States in the establishment and maintenance of efficient school systems and otherwise to promote the cause of education. Related functions include responsibilities for federal financial assistance to education for special studies and programs.

VETERANS ADMINISTRATION: Administers laws covering a wide range of benefits for former members and dependents and beneficiaries of deceased former members of the Armed Forces. VA also administers laws which provide certain benefits to current members of the Armed Forces and to dependent children of seriously disabled veterans.

VOTED OVERRIDE TAX: A tax approved by a simple majority vote of the taxpayers, levied in addition to the general purpose tax. The tax can be for a specific purpose or for general use and can be for a limited or unlimited time period according to the terms of the election.

WORKSHOP: An educational program designed to bring together persons interested in a specific field, for cooperative participation in educational experiences, to provide new knowledge and skills, develop plans and programs, and reassess attitudes. Although specialists serve as consultants, the major work in developing learning experience is provided by the participants themselves.

Acronyms

A.A.	Associate in Arts
A.A.A.	Associate in Applied Arts
A.A.B.	Associate in Arts in Business
AAC	American Alumni Council
AAC	Association of American Colleges
AACJC	American Association of Community and Junior Colleges
AACRAO	American Association of Collegiate Registrars and Admission Officers
AACTE	American Association of College for Teacher Education
A.A.F.A.	Associate in Arts in Fine Arts
AAHS	Association for Academic Health Services
AAHE	American Association for Higher Education
A.A.L.E.	Associate in Arts in Law Enforcement
AALS	Association of American Law Schools
AAMC	Assocaition of American Medical Colleges
A.A.N.	Association in Applied Nursing
AAPICU	American Association of Presidents of Independent Colleges and Universities
AARP	American Association of Retired Persons
A.A.S.	Associate in Applied Science
AASA	American Association of School Administrators
AASCU	American Association of State Colleges and Universities
AAU	Association of American Universities
AAUP	American Association of University Professors
AAUW	American Association of University Women
ABE	Adult Basic Education
A. Bus.	Associated in Business Administration
A.B.S.	Associate in Business Science
A.B.T.	Associate in Business Technology
A.C.	Associate in Commerce
Accred.	Accreditation
ACCT	Association of Community College Trustees
ACCTion	A consortium funded under Title III of the Higher Education Act of which the Resource Development Center is a component.
ACE	American Council on Education

A.C.J.	Associate in Criminal Justice
ACPRA	American College Public Relations Association
Adm.	Admissions
Admin.	Administration
AE	Adult Education
A.E.	Associate in Engineering
A. Ed.	Associate in Education
AERA	American Educational Research Association
A.E.T.	Associate in Engineering Technology
A.F.A.	Associate in Fine Arts
AFT	American Federation of Teachers
AGB	Association of Governing Boards
A.G.Ed.	Associate in General Education
A.G.S.	Associate in General Studies
AID	Agency for International Development
AIDP	Advanced Institutional Development Program, Under Title III of the Higher Education Act
AIES	Accreditation and Institutional Eligibility Staff, USOE
A.L.A.	Associate in Liberal Arts
A.L.A.S.	Associate in Letters, Arts and Sciences
A.Mus.	Associate in Music
A.N.	Associate in Nursing
ANF	American Nurses' Foundation
AOA	Administration on Aging
A.P.A.	Administrative Procedure Act
A.P.S.T.	Associate in Public Service Technology
A.R.A.	Associate in Religious Arts
ARDC	ACCTion Resource Development Center
A.R.L.	Associate in Recreation Leadership
A&S	Arts and Sciences
A.S.	Associate in Science
A.S.A.	Associate in Secretarial Administration
ASAHP	Association of Schools of Allied Health Professions
A.S.B.	Associate in Science in Business or Associate in Specialized Business
ASBO	Association of School Business Officials
A.S.E.	Associate in Science in Engineering
A.S.Ed.	Associate in Science Education

ASEE	American Society for Engineering Education
A.S.E.E.T.	Associate in Science in Electronic Engineering Technology
A.S.N.	Associate in Science Nursing
A.S.R.L.	Associate in Science in Recreation Leadership
A.S.S.	Associate in Secretarial Science
AT	Achievement Test
A.T.	Associate in Technology
A.T.A.	Associate in Technical Arts
A.T.E.	Associate in Technical Education
A.Th.	Associate in Therapy
AUPHA	Association of University Programs in Hospital Administration
A-V	Audio-Visual (Instruction)
AVA	American Vocational Association
A-V-T	Audio-Visual Tutorial (Instruction)
A.W.T.	Associate in Wildlife Technology
BAVTE	Bureau of Adult, Vocational, and Technical Education, USOE
BEH	Bureau of Education for the Handicapped, USOE
BEOG	Basic Educational Opportunity Grants
BHM	Bureau of Health Manpower
BIDP	Basic Institutional Development Program, Title III Higher Education Act
Bd.	Board
BLET	Basic Law Enforcement Training
BLLRCS	Bureau of Library and Learning Resources and Community Services, USOE
BOAE	Bureau of Occupational and Adult Education, USOE
BPE	Bureau of Postsecondary Education, USOE
CAMPS	Cooperative Area Manpower Planning
CASC	Council for the Advancement of Small Colleges
CASE	Council for the Advancement and Support of Education
CAUSE	Comprehensive Assistance to Undergraduate Science Education, National Science Foundation
C.C.	Community College
CCHE	Coordinating Council for Higher Education
CCR	Cooperative College Registry
CCSS	Cooperative College-School Science (Projects)
CCSSO	Council of Chief State School Officers
CCU	Community College Unit, USOE

CEEB	College Entrance Examination Board
CEP	Concentrated Employment Program
CETA	Comprehensive Employment and Training Act
CIES	Council for International Exchange of Scholars
CIJE	Current Index to Journals in Education
C.J.C.	Community Junior College
CLRI	Council on Library Resources, Inc.
COOP-ED	Cooperative Education, Title IV, Higher Education Act
COSIP	College Science Improvement Program
CPC	College Placement Council
CTPL	Commission for Teacher Preparation and Licensing
CUPA	College and University Personnel Association
Curric.	Curriculum
CWS	College Work-Study
DAE	Division of Adult Education, USOE
DBG	Division of Basic Grants, USOE
DCE	Division of Career Education, USOE
DHEW	Department of Health, Education and Welfare
DHUD	Department of Housing and Urban Development
DID	Division of Institutional Development, Title III, Higher Education Act, USOE
DIE	Division of International Education, USOE
DIL	Division of Insured Loans, USOE
DOD	Department of Defense
DOE	Department of Energy
DOI	Department of Interior
DOJ	Department of Justice
DOL	Department of Labor
DOS	Department of State
DOT	Department of Transportation
DSSSP	Division of Student Support and Special Programs, USOE
DTEE	Division of Technology and Environmental Education, USOE
DTF	Division of Training and Facilities, USOE
DVTE	Division of Vocational and Technical Education, USOE
EDA	Economic Development Administration
EEA	Emergency Employment Act

EEE	Environmental-Ecological Education (a program under the USOE)
EEOC	Equal Employment Opportunity Commission
EHA	Education of the Handicapped Act
EOC	Educational Opportunity Center, Higher Education Act
EOG	Educational Opportunity Grants
EPA	Environmental Protection Agency
EPDA	Education Professions Development Act
Equiv.	Equivalent
ERIC	Educational Resources Information Center
ESAA	Emergency School Air Act
ESAP	Emergency School Assistance Program
ESEA	Elementary and Secondary Education Act
ETS	Educational Testing Service
ETV	Educational Television
FDA	Food and Drug Administration
FEA	Federal Energy Administration
FEB	Federal Executive Board
FFS	Family Financial Statement
FIPSE	Fund for the Improvement of Postsecondary Education
FISL	Federally Insured Student Loans
FOB	Federal Office Building
FR	Federal Register
FRACHE	Federation of Regional Accrediting Commission of Higher Education
FRS	Foundation Research Service
F-T	Full-Time
FTEE	Full-Time Equivalency Enrollment
FTS	Federal Telecommunications System
FY	Fiscal Year
GAO	Government Accounting Office
GATB	General Aptitude Test Battery
GED	General Educational Development Test
G.P.O.	Government Printing Office
GSA	General Services Administration
GSL	Guaranteed Student Loan
H	House

H.Con.Res.	House Concurrent Resolution
HEA	Higher Education Act
HEFA	Higher Education Facilities Act
HEFC	Higher Education Facilities Commission
HEGIS	Higher Education General Information Survey
HEW	Health, Education and Welfare
H.J.Res.	House Joint Resolution
HPSL	Health Professions Student Loans
H.R.	House of Representatives
HR	House Resolution
HRA	Health Resources Administration
HUD	Housing and Urban Development
ICET	Institute for Certification of Engineering Technicians
J.C.	Junior College
JOBS	Job Opportunity Business
LEA	Local Educational Agency
LEAA	Law Enforcement Assistance Administration
LEEP	Law Enforcement Education Program
LPN	Licensed Practical Nurse
LPW	Local Public Works
LRC	Learning Resources Center
LSCA	Library Services Construction Act
Ltd.	Limited
LWV	League of Women Voters
MAPS	Manpower Area Planning System (under CAMPS)
MBE	Management-By-Exception
MBO	Management-By-Objectives
MDTA	Manpower Development and Training Act (superseded by Comprehensive Employment and Training Act)
MIS	Management Information System
NACUBO	National Association of College and University Business Officers.
NAS	National Academy of Science
NASA	National Aeronautics and Space Administration
NASM	National Association of Schools of Music
NASULGC	National Association of State Universities and Land-Grant Colleges

NCA	National Commission on Accrediting
NCACME	National Center for Adult, Continuing and Manpower Education (a sub-center under BAVTE of the USOE)
NCICU	National Council of Independent Colleges and Universities
NCIES	National Center for the Improvment of Educational Systems (an activity under the USOE Development Programs)
NCIJC	National Council of Independent Junior Colleges
NCRD	National Council of Resource Development
NCVOTE	National Center for the Improvement of Educational Systems (an activity under the USOE Development Programs)
NDEA	National Defense Education Act
NDSL	National Direct Student Loan
NEA	National Endowment for the Arts
N.E.A.	National Education Association
NECC	National Education Computer Center
NEH	National Endowment for the Humanities
NHF	National Humanities Faculty
NIE	National Institute of Education
NIH	National Institute of Health
NILECJ	National Institute of Law Enforcement and Criminal Justice
NIOSH	National Institute for Occupational Safety and Health
NLRB	National Labor Relations Board
NRC	National Research Council
NSBA	National School Boards Association
NSF	National Science Foundation
NYC	Neighborhood Youth Corps
OAA	Older Americans Act
OAVTME	Office of Adult, Vocational, Technical and Manpower Education, USOE
OC	Office of the Commissioner, USOE
OCD	Office of Child Development
OCE	Office of Career Education, USOE
OCR	Office of Civil Rights
OE	Office of Education
OEO	Office of Economic Opportunity
OFCCP	Office of Federal Contract Compliance Programs
OJT	On-the-Job Training

OMB	Office of Management and Budget
OMDT	Office of Manpower Development Training
OSHA	Occupational Safety and Health Act
PEP	Public Employment Program
PL	Public Law (with identifying numbers of Congressional session and act)
P-T	Part-time
R&B	Room & Board
REC.	Recommended
REG	Registration
RFP	Request for Proposal
RIE	Research in Education
RN	Registered Nurse
ROB	Regional Office Building
S	Senate
SAT	Scholastic Aptitude Test
SCAT	School and College Ability Test
SCORE	Service Corps of Retired Executives
S.J.Res.	Senate Joint Resolution
SREB	Southern Regional Education Board
SRS	Social and Rehabilitation Service
SSA	Social Security Administration
SSIG	State Student Incentive Grants
TEC	Technical Education Center
TI	Technical Institute
TRIO	Talent Search, Upward Bound and Student Special Services Programs
TTDI	Teacher Training in Developing Institutions
USDA	United States Department of Agriculture
USGS	United States Geological Survey
USOE	United States Office of Education
VA	Veterans Administration
VCIP	Veterans Cost of Instruction Program
VEA	Vocational Education Act of 1963

Vet.	Veteran
VICA	Vocational Industrial Clubs of America
Voc. Ed.	Vocational Education
V-T	Vocational Technical
WICHE	Western Interstate Commission for Higher Education
WIN	Work Incentive Program

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ERIC Clearinghouse for
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